

Colleges Top \$4-Billion—Pages 6 and 7

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News Summary

Articles on inside pages

Corporations give more to colleges and universities than to any other kind of organization, according to a report from the Council on Foundations. Story on Page 7.

The quality of education offered by U.S. colleges and universities remains high despite the uncertain economic climate of the 1980's. Part III of the Minter-Bowen series appears on Page 8.

At Dartmouth College, a conservative student-run newspaper has drawn fire once again for its publication of allegedly racist and sexist articles. Story on Page 3.

Greater cooperation between colleges and secondary schools has been suggested as one cure for students' "illiteracy" in science and mathematics. Story on Page 11.

A Senate committee has recommended that no cutbacks be made in the federal student-loan program in this fiscal year. Story on Page 13.

Male students who fail to register for the draft would be barred from receiving federal student aid under a bill approved by the Senate. Story on Page 13.

Federal education officials repeatedly failed to respond to recommendations made by an advisory committee on black colleges, members of the group have charged. Story on Page 19.

Internment orders issued against Warsaw University faculty members and administrators figure in a struggle taking place within Poland's Communist Party. Story on Page 21.

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Supreme Court Rules Title IX Bars Sex Bias Against College Workers as Well as Students

But its decision limits the government's authority to programs that receive U.S. support

By CHERYL M. FIELDS

WASHINGTON

Title IX of the Education Amendments of 1972 bars sex bias against employees of educational institutions as well as against students, the Supreme Court ruled last week.

The 6-to-3 decision means that schools and colleges can lose their federal funds if they are found guilty of discriminating against their employees on the basis of sex.

Women's-rights advocates said it also should prompt the Office for Civil Rights in the Department of Education to resume processing complaints of sex discrimination, filed by employees of schools and col-

leges, that have been "on hold" while the Court considered the issue.

A spokesman for the department said last week that officials were studying the

Excerpts from the majority and dissenting opinions in the Supreme Court's decision on Title IX appear on Pages 14 through 17.

decision and that it was "too early" to say what the effects would be.

The decision upholds federal regulations that apply Title IX to employment, but it also says that the rules—and the govern-

ment's authority to cut off a college's funds—must be limited to programs or activities that receive federal aid.

Title IX says, "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance."

The Court's majority opinion, written by Justice Harry A. Blackmun, says the act's "broad directive that 'no person' may be discriminated against on the basis of gender appears, on its face, to include employees as well as students." However, the

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Academic Geography: Few Students, Closed Departments, Fuzzy Image

By MALCOLM G. SCULLY

Academic geography has become a beleaguered discipline.

The University of Michigan has decided to eliminate its geography department entirely, and the dean of arts and sciences at the University of Pittsburgh has called for closing the department of geography there. Departments elsewhere are reportedly high on "hit lists" for retrenchment.

Undergraduate enrollment in geography, which reached a high of about 789,000 in 1972-73, fell to 690,000 by 1980-81—a drop of 12.5 per cent.

Only 410 colleges and universities have geography departments. Such major institutions as Brown, Cornell, Duke, Harvard,

Princeton, Stanford, Vanderbilt, and Yale do not.

"About 50 per cent of all U.S. colleges offer geography courses, and the majority of those offer only one or two courses with only one or two geography faculty members," says Salvatore J. Natoli, director of educational affairs at the Association of American Geographers.

Vulnerable to the Budget Cutters

The lack of size and a corresponding lack of clout, geographers say, have made the discipline especially vulnerable to university budget cutters looking for politically safe ways to reduce spending.

"Geography's greatest danger is that it

is a relatively small discipline, in comparison with other units in the university," Mr. Natoli says.

In addition, the discipline itself appears to outsiders—and to some insiders, as well—to have become a loosely joined group of specialties that have little in common.

They range from such technical areas as computer mapping and remote sensing—the study of the earth's surface through satellite imagery—to environmental science, regional planning, and the study of urban transit systems.

There are physical geographers and cultural geographers, urban geographers and

Continued on Page 12, Column 1



Harvard's Derek C. Bok

In New Book, Derek Bok Outlines Social Obligations of Universities

CAMBRIDGE, MASS.

When Harvard University is confronted with a politically or morally sensitive issue, President Derek C. Bok prefers to work out the problem in writing before delivering an opinion.

For someone "whose mind has been deformed by a legal education," he said in an interview the other day, the process can be very useful.

"If you don't try to work out something on paper, you are in very great danger of coming out with a lot of *ad hoc* decisions which become increasingly inconsistent, awkward, and hard to justify," he said. "If you do work it out on paper, it's a wonder-

ful discipline for making sure you have thought through the subject as a whole."

Mr. Bok began working it out on paper at Harvard in a series of open letters on such potentially divisive issues as whether the university should take official positions on social and political questions or continue investments in companies doing business in South Africa.

He has continued and expanded that process in *Beyond the Ivory Tower: Social Responsibilities of the Modern University*, published this week by the Harvard University Press.

The book, he said, "is really about the

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FACT-FILE

College and University Fund-Raising, 1950-1981,
Compared with Prices, Spending, Enrollment

Academic years	Total enrollment	Consumer Price Index*	Higher Education Price Index*	Institutional expenditures			Estimated voluntary support			
				Total	Per student		Total	Per student		Share of total
					Current	Adjusted†		Current	Adjusted†	
1949-50	2,659,000	71.7	n.a.	\$ 2,500,000,000	\$ 940	\$1,310	\$ 240,000,000	\$ 90	\$126	9.6%
1965-66	5,967,000	95.9	95.0	15,200,000,000	2,547	2,656	1,440,000,000	241	251	9.5%
1970-71	8,643,000	118.8	128.6	27,100,000,000	3,133	2,637	1,860,000,000	215	181	6.9%
1975-76	11,291,000	165.9	177.2	42,700,000,000	3,780	2,280	2,410,000,000	213	129	5.6%
1980-81	12,997,000	259.6	261.7	68,000,000,000	5,621	2,165	4,230,000,000	350	135	6.2%
Average annual change										
1949-50 to 1965-66	+5.2%	+1.8%	n.a.	+11.9%	+6.4%	+4.5%	+11.9%	+6.4%	+4.4%	
1965-66 to 1970-71	+7.7%	+4.4%	+6.2%	+12.3%	+4.2%	-0.1%	+5.3%	-2.3%	-6.3%	
1970-71 to 1975-76	+5.4%	+6.9%	+6.6%	+9.5%	+3.8%	-2.9%	+5.3%	-0.2%	-6.7%	
1975-76 to 1980-81	+1.4%	+9.4%	+8.1%	+9.8%	+8.3%	-1.0%	+11.9%	+10.4%	+1.7%	

* 1967 = 100

Voluntary Support for Higher Education, 1980-1981

	74 private universities	67 private women's colleges	389 private coeducational institutions	45 professional and specialized schools	580 private 4-year institutions	168 public 4-year institutions	41 2-year institutions	Total for 789 institutions
Volume of support								
Current operations	\$721,492,000	\$53,773,000	\$341,552,000	\$58,615,000	\$1,180,684,000	\$584,907,000	\$7,494,000	\$1,773,085,000
1-year change	+19.1%	+13.4%	+13.7%	+6.4%	+16.4%	+14.4%	+12.0%	+15.7%
Capital	\$572,245,000	\$58,564,000	\$386,485,000	\$44,972,000	\$1,071,694,000	\$257,793,000	\$9,060,000	\$1,338,548,000
1-year change	-4.1%	+26.5%	+14.2%	-16.6%	+2.8%	+21.2%	+65.5%	+6.1%
Total	\$1,293,737,000	\$112,338,000	\$728,037,000	\$103,586,000	\$2,252,378,000	\$842,700,000	\$16,555,000	\$3,111,633,000
1-year change	+7.6%	+19.9%	+13.9%	-4.9%	+9.4%	+16.4%	+36.1%	+11.4%
Sources of support								
Alumni	\$361,884,000	\$51,421,000	\$210,650,000	\$ 9,424,000	\$638,687,000	\$160,554,000	\$1,442,000	\$800,682,000
1-year change	+21.0%	+18.0%	+25.5%	+0.8%	+21.7%	+14.6%	+18.3%	+20.2%
Nonalumni	\$307,283,000	\$21,956,000	\$199,389,000	\$24,930,000	\$558,825,000	\$157,168,000	\$7,360,000	\$723,353,000
1-year change	+31.9%	+27.0%	+5.0%	-33.3%	+16.0%	+23.3%	+73.0%	+17.9%
Foundations	\$303,759,000	\$20,821,000	\$135,403,000	\$41,058,000	\$503,385,000	\$173,813,000	\$2,067,000	\$679,265,000
1-year change	-22.2%	+16.4%	+23.9%	+7.1%	-9.7%	+25.0%	+35.8%	-2.7%
Business corporations	\$229,585,000	\$ 9,066,000	\$ 81,453,000	\$15,374,000	\$336,485,000	\$238,492,000	\$3,326,000	\$578,303,000
1-year change	+18.6%	-1.2%	-8.7%	+19.7%	+10.0%	+19.9%	-4.8%	+13.8%
Religious denominations	\$ 19,336,000	\$ 5,055,000	\$ 64,092,000	\$ 7,599,000	\$96,313,000	\$1,098,000	\$1,708,000	\$99,110,000
1-year change	-18.8%	+3.4%	+3.7%	+14.3%	-2.0%	+464.6%	+26.3%	-0.7%
Others	\$ 71,890,000	\$ 4,018,000	\$ 37,049,000	\$ 5,201,000	\$118,683,000	\$111,585,000	\$652,000	\$230,920,000
1-year change	+14.7%	+356.3%	+77.8%	+18.2%	+33.4%	-5.7%	+99.0%	+11.2%
Purposes								
Unrestricted	\$363,365,000	\$51,763,000	\$344,896,000	\$37,334,000	\$802,583,000	\$113,448,000	\$8,131,000	\$924,162,000
1-year change	-11.3%	+11.1%	+9.6%	-11.2%	-1.9%	+21.3%	+48.0%	+0.7%
Physical plant	\$205,622,000	\$22,527,000	\$153,823,000	\$14,009,000	\$401,590,000	\$99,569,000	\$4,262,000	\$505,442,000
1-year change	+20.4%	+38.0%	+14.3%	-43.5%	+14.4%	+12.3%	+2.9%	+13.8%
Basic research	\$184,464,000	\$ 1,814,000	\$ 6,822,000	\$29,313,000	\$222,445,000	\$243,846,000	\$3,000	\$466,295,000
1-year change	+2.9%	-22.2%	+29.8%	+91.3%	+10.0%	+11.1%	-82.2%	+10.6%
Student financial aid	\$145,124,000	\$12,274,000	\$85,179,000	\$ 7,524,000	\$252,007,000	\$137,249,000	\$2,567,000	\$391,824,000
1-year change	+14.0%	+5.5%	+17.7%	-32.2%	+12.5%	+6.4%	+71.4%	+10.6%
Faculty compensation	\$115,436,000	\$ 9,900,000	\$ 31,264,000	\$ 8,102,000	\$165,137,000	\$41,797,000	\$367,000	\$207,301,000
1-year change	+16.6%	+44.6%	+35.0%	+3.6%	+20.4%	+21.4%	+423.4%	+20.7%
Others	\$279,727,000	\$14,059,000	\$106,051,000	\$ 7,304,000	\$408,615,000	\$206,791,000	\$1,204,000	\$616,611,000
1-year change	+29.3%	+41.2%	+19.1%	-6.9%	+26.0%	+30.0%	+30.4%	+27.3%

Support from Annual Funds, Parents, Matching Gifts, 1980-1981

	75 private universities	73 private women's colleges	440 private coeducational institutions	62 professional and specialized schools	Private 4-year institutions	209 public 4-year institutions	64 2-year institutions	Total for 328 institutions
Support through the annual fund								
Total alumni of record	4,786,570	667,780	4,449,536	435,878	n.a.	10,227,854	313,674	20,945,207
Alumni solicited for annual fund	3,961,476	591,249	3,772,615	379,329	n.a.	8,081,074	216,391	17,045,561
Alumni donors to annual fund	954,372	191,261	883,029	69,430	n.a.	1,040,049	24,233	3,177,233
Alumni gifts to annual fund	\$126,758,000	\$21,890,000	\$81,963,000	\$5,744,000	n.a.	\$72,586,000	\$1,179,000	\$311,859,000
Nonalumni parents' gifts to annual fund	\$4,477,000	\$2,074,000	\$9,477,000	\$242,000	n.a.	\$974,000	\$391,000	\$17,847,000
Total gifts to annual fund	\$201,638,000	\$40,550,000	\$234,708,000	\$20,070,000	n.a.	\$151,891,000	\$5,041,000	\$658,229,000
Corporations' matching gifts								
Total number of gifts matched	75,238	13,286	80,764	7,503	n.a.	52,873	1,312	233,280
Support from matching-gift programs	\$18,264,000	\$2,619,000	\$15,824,000	\$1,574,000	n.a.	\$9,098,000	\$266,000	\$48,200,000

n.a.—not available

SOURCE: COUNCIL FOR FINANCIAL AID TO EDUCATION

Gifts to Colleges Reach \$4.2-Billion

Alumni, foundations, and corporations contribute record amounts, but 11.3-pct. increase in year fails to match inflation

NEW YORK

Voluntary support for higher education rose by an estimated 11.3 per cent in 1980-81 to a total of \$4.2-billion, the Council for Financial Aid to Education is announcing here this week.

Alumni, alumnae, other individuals, foundations, and business corporations all gave record amounts to colleges and universities.

Even so, the increase was not quite enough to keep up with inflation and enrollment growth.

The council's estimates are based on its latest yearly survey, which gathered data from 928 private and public colleges and universities.

Total voluntary support covered an estimated 6.2 per cent of college and university spending, compared with 6.4 per cent the previous year.

The council estimated that voluntary support for higher education in 1980-81 amounted to \$350 per student, up from \$325 the year before. After the amount per student is adjusted for inflation, however, it falls below the previous year's average.

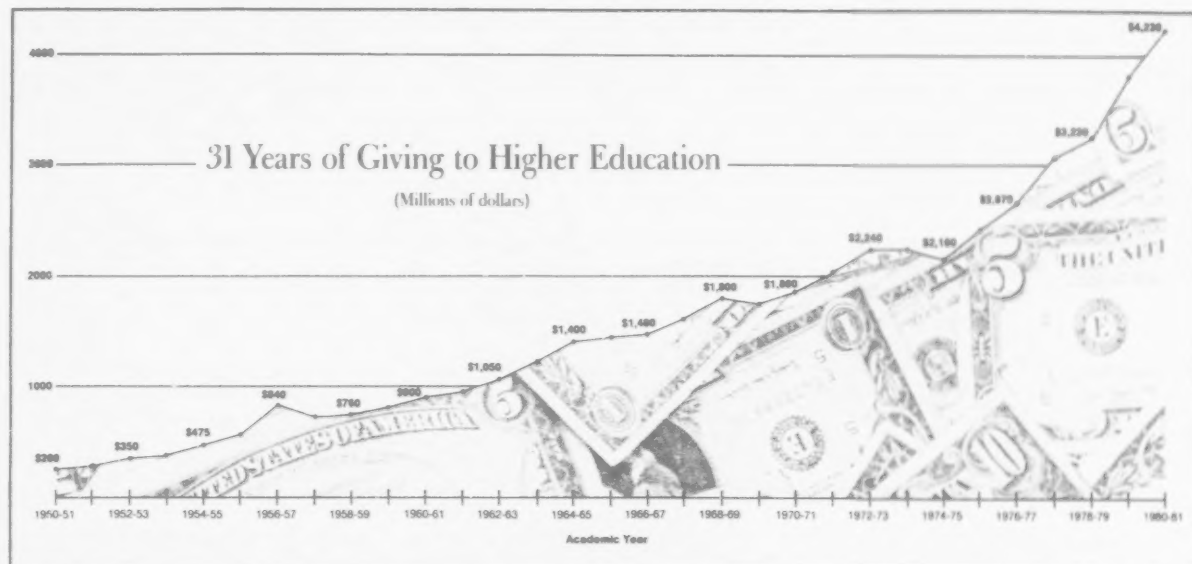
Using the Consumer Price Index's inflation rate of 11.6 per cent for the year, the adjusted figure for 1980-81 would be \$314.

The Higher Education Price Index, designed by D. Kent Halstead of the National Institute of Education to measure prices specifically affecting higher education, indicated an inflation rate of 9.8 per cent for the year, the council said. Using the Halstead rate would make the adjusted support per student \$319.

Giving by alumni exceeded the billion-dollar mark for the first time, as did the total for donations by other individuals.

Alumni increased their total giving by 15.3 per cent to an estimated \$1.049-billion. Nonalumni increased theirs by 18.9 per cent, to \$1.007-billion.

Based on the experience of the institutions participating in the C.F.A.E. survey,



CHRONICLE CHART BY PETER H. STAFFORD

COUNCIL FOR FINANCIAL AID TO EDUCATION

fewer than one-sixth of the alumni gave money to their institutions in 1980-81. Among those who did, the average gift was \$98.15.

Foundations increased their support of higher education by 2.1 per cent, to \$922-million, according to the council's estimates. That increase would have been 15.5 per cent if the previous year's total had not been swollen by a gift of \$105-million given to Emory University by the Emily and Ernest Woodruff Fund.

Businesses gave 11.8 per cent more than in the previous year, for a total of \$778-million, the council estimated.

A decline in support for higher education was shown for religious denominations—down 9.7 per cent from the previous year, to a total of \$140-million. That followed a decrease of 3.7 per cent in giving by religious denominations in 1979-80.

Over the five years ending in 1980-81,

the council said, contributions from business corporations more than doubled. The 105.3-per-cent increase compared with increases of 68 to 78 per cent for other sectors—except religious denominations, which raised their support only 7.7 per cent in the five years.

Over all, voluntary support during the five years went up by 76 per cent. During the same five years, the council said, the Consumer Price Index rose 56 per cent; personal income after taxes, 67 per cent; corporate profits, 59 per cent; the gross national product, 70 per cent.

The C.F.A.E. survey is cosponsored by the Council for Advancement and Support of Education and by the National Association of Independent Schools. Copies of the survey report, *Voluntary Support of Education 1980-81*, are available for \$15 each from C.F.A.E., 680 Fifth Avenue, New York 10019. —JACK MAGARRELL

The Top 20

Institutions reporting the highest totals of voluntary support in 1980-81:

1. Harvard U.	\$90,968,738
2. Stanford U.	79,462,853
3. Yale U.	58,304,711
4. U. of Southern California	55,234,810
5. Cornell U.	54,575,318
6. U. of Minnesota	49,829,866
7. U. of Pennsylvania	48,930,359
8. Columbia U.	48,444,576
9. Mass. Inst. of Technology	47,540,361
10. Johns Hopkins U.	46,849,517
11. Dartmouth College	42,487,408
12. U. of Chicago	39,241,134
13. Duke U.	36,713,979
14. Texas A&M U.	35,714,920
15. Princeton U.	35,335,965
16. Yeshiva U.	34,306,665
17. U. of Illinois	34,283,060
18. U. of Cal. at Los Angeles	34,080,324
19. U. of Wis. at Madison	33,585,367
20. Northwestern U.	33,092,725

Multiple-unit systems not included above:
U. of California \$97,770,325
U. of Texas 76,723,422

Corporate Chiefs Favor Giving to Higher Education, Survey Finds

By JACK MAGARRELL

WASHINGTON

The chief executive officers of U.S. companies—who dominate decisions on what charities their corporations will support—favor giving to higher education.

Corporations give more and larger gifts to colleges and universities than to any other kind of organization, according to a survey conducted for the Council on Foundations by Yankelovich, Skelly and White of New York.

Results of the survey were released last week.

"Corporate giving is an expression of enlightened self-interest," the report of the survey says.

Chief executive officers of 219 corporations with annual sales of \$25-million or more were interviewed in December, January, and February.

84 Pct. Give to Education

The survey found that 47 per cent of the corporations gave their largest gifts to education. In contrast, only 18 per cent gave their largest gifts to health organizations, 15 per cent to arts and culture organizations, and 12 per cent to social-welfare organizations.

Gifts to higher education were made by 84 per cent of the corporations; to arts and culture by 70 per cent; to health organiza-

tions by 67 per cent; and to social-welfare organizations by 62 per cent.

"The factors underlying education's large share," the report says, "are illustrative of the motives and character of corporate giving."

"A corporation can only benefit from good relationships with the academic community."

"Universities train the talent that many corporations hope to recruit, and house a segment of the public whose general ap-

proval is important for the functioning of business."

"Supplementing these self-interested objectives is the fact that corporations have substantial competence to evaluate educational institutions and projects—and certainly more competence than they generally have to evaluate, say, a social-welfare project."

"Finally, contributions to education are typically noncontroversial and—most often mentioned—prominent corporate citi-

zens were once students of recipient schools."

The report adds that higher education's large share of corporate gifts is related to "the sophisticated mechanisms that universities have developed to solicit support."

Giving by corporations with yearly sales exceeding \$100-million averages 1.1 per cent of their pretax net income, according to the report. For corporations with sales of \$50-million to \$100-million, the average is 1.3 per cent, and for those with sales of \$25-million to \$50-million, 1.7 per cent.

Increased Giving Planned

About 60 per cent of the corporations studied plan to increase their charitable contributions—beyond the inflation rate—during the next few years, the report says.

About a third of the corporations expect to maintain their present level of giving, and virtually none expect to give less in the years ahead.

The chief executive officer dominates a corporation's decisions about charitable giving, the report says, while groups outside the corporation have relatively little influence.

The respondents told interviewers that future pressures on corporations from outsiders would have negligible impact on their giving.

U.S. Cuts Said to Cost Colleges \$6.5-Billion

WASHINGTON

Higher education will lose \$6.5-billion because of reductions in federal spending projected for fiscal years 1981 through 1984, according to estimates by Independent Sector, an association of foundations, corporations, and nonprofit organizations.

Independent Sector estimated that for nonprofit organizations the Reagan Administration's budget reductions—from the fiscal 1980 level—would come to \$25.5-billion over the four-year period, with education accounting for a fourth of the total. Social-welfare organizations would be hit hardest, absorbing 50 per cent of the total reductions.

In general, says Independent Sector, the organizations least able to survive or respond to the budget reductions are those most dependent on the government funds being reduced, those least able to compete for block grants and other remaining government funds, those least experienced in fund raising, and those that are the least popular.

Copies of the report, *Analysis of the Economic Recovery Program's Direct Significance for Philanthropic and Voluntary Organizations and the People They Serve*, are available for \$10 each (\$5 for members) from Independent Sector, 1828 L Street, N.W., Washington 20036. —J.M.

THE MINTER-BOWEN REPORT, PART III

Assessing Their Institutions, College Presidents Express 'Extraordinarily High' Levels of Confidence

By W. JOHN MINTER
and HOWARD R. BOWEN

Higher education in 1981-82 may be close to the brink but it is not yet there.

In reviewing responses about the learning environment in the sample of institutions participating in our survey, we have found that:

► The faculties are strong—with some qualification.

► The quality of instructional methods and programs is high.

► The curricula are expanding, with increasing emphasis on vocational subjects and with only scattered evidence (up to 1981-82) of retrenchment of programs.

► Student services are expanding.

We also found that presidents' assessments of the academic condition and the student services at their institutions were quite favorable, and the level of confidence high.

Only a handful of presidents reported that their institutions were losing ground.

One may explain the expansion of curricula and student services as aggressive moves in the competitive struggle for students; yet the overall situation as reflected in the data presented here suggests that the long-awaited disaster has not yet arrived.

This third part of our report describes recent trends in the learning environment at American colleges and universities, with special emphasis on trends that might indicate significant retrenchment in the quantity or quality of the education delivered.

Obviously, quality of education is hard to judge, let alone measure. Yet through numerous questions directed to institutional officers we gained some sense of what has happened to the learning environment at our sample of institutions.

The data refer to changes over the past two academic years, 1980-81 and 1981-82.

Faculty

The majority of the chief academic officers and chief student-affairs officers believe the qualifications and performance of the faculty are either holding steady or improving.

The favorable reports are plausible because of the unique conditions in the faculty labor market over the last two decades.

In the late 1950's, the 1960's, and the early 1970's, great numbers of gifted young people were choosing the academic profession. As they emerged from the graduate schools, they got jobs at leading colleges and universities throughout the country.

By the early 1980's, these people were at the prime of life and had become the cream of the professoriate.

In the late 1970's and up until the present, many of the same kinds of people were still coming out of the graduate schools, but the academic labor market had deteriorated. Many of them were forced to seek jobs at second-tier institutions. The result was that those institutions were able to employ people of a quality that had not been available to them before.

Thus, on the whole, the quality of the faculty members now at the nation's colleges and universities is probably as high

as it has ever been. How many of those people the institutions will be able to hold to retirement, and whether they will be able to replace them with equally gifted people, remains to be seen.

The data reveal that judgments about the quality of the faculty members are decidedly more favorable at private institutions than at public institutions. This is true consistently for every characteristic included in the faculty section of the table below.

Moreover, the only negative trend consensus pertained to "commitment to the institution" as reported in the public sec-

tor. Those figures suggest that faculty conditions there are a bit less satisfactory than in the private sector.

Another striking feature of the data is that the trend consensus relating to "competence of new faculty" is much stronger than the corresponding figures on "quality of overall faculty performance."

Instruction: Methods and Quality

The responses of the chief academic officers and chief student-affairs officers regarding modes of instruction are shown in the table.

How Academic and Student-Affairs Officers Evaluate Quality at Their Institutions

Faculty members	Increase	No change	Decrease	Trend consensus *
Percentage of faculty members with Ph.D. or equivalent				
Public institutions	43%	49%	3%	+40%
Private institutions	55%	40%	0%	+55%
Concern for teaching				
Public institutions	25%	61%	6%	+19%
Private institutions	37%	58%	2%	+35%
Concern for advising students				
Public institutions	36%	45%	14%	+22%
Private institutions	58%	35%	5%	+53%
Productivity in research and scholarship				
Public institutions	15%	63%	8%	+7%
Private institutions	23%	69%	2%	+21%
Willingness to innovate				
Public institutions	23%	56%	15%	+8%
Private institutions	30%	56%	10%	+20%
Commitment to institution				
Public institutions	17%	52%	25%	-8%
Private institutions	30%	51%	15%	+15%
Competence of new faculty members				
Public institutions	47%	40%	5%	+42%
Private institutions	61%	32%	3%	+58%
Quality of overall faculty performance				
Public institutions	26%	61%	7%	+19%
Private institutions	42%	51%	2%	+40%
Instruction				
Laboratory and studio instruction				
Public institutions	19%	70%	4%	+15%
Private institutions	26%	66%	1%	+25%
Traditional independent study				
Public institutions	16%	67%	7%	+9%
Private institutions	27%	63%	4%	+23%
Nontraditional independent study				
Public institutions	29%	57%	8%	+21%
Private institutions	29%	58%	8%	+21%
Experiential learning				
Public institutions	41%	49%	3%	+38%
Private institutions	47%	47%	1%	+46%
Innovative teaching methods				
Public institutions	56%	36%	3%	+53%
Private institutions	51%	40%	3%	+48%
Rigor of assessing student performance				
Public institutions	35%	54%	4%	+31%
Private institutions	36%	55%	3%	+33%
Rigor of academic standards				
Public institutions	32%	57%	6%	+26%
Private institutions	30%	60%	4%	+26%
Overall quality of learning environment				
Public institutions	46%	43%	6%	+40%
Private institutions	44%	50%	1%	+43%
Average class size				
Public institutions	47%	43%	5%	+42%
Private institutions	27%	56%	13%	+14%
Percentage of classes taught by full-time faculty members				
Public institutions	19%	53%	22%	-3%
Private institutions	19%	56%	19%	0%
Change in number of courses				
From 1979-80 to 1980-81				
Public institutions	58%	27%	9%	+49%
Private institutions	42%	44%	8%	+34%
From 1980-81 to 1981-82				
Public institutions	49%	28%	17%	+32%
Private institutions	38%	43%	12%	+26%

* Percentage reporting increase minus percentage reporting decrease.

SOURCE: W. JOHN MINTER AND HOWARD R. BOWEN

The responses are very similar to those received in previous years.

They suggest that higher education—especially in the private sector—is moving toward individualized teaching through the increasing use of laboratories, studio instruction, and traditional independent study.

They indicate that colleges and universities in both sectors are rapidly adopting nontraditional forms of teaching.

And they also unmistakably convey the respondents' belief that the rigor and quality of education are increasing.

From the data, one would not suspect that the higher-education system under observation was financially hard pressed.

In a previous report, when reviewing similar information, we asked ourselves, Could it be that the financial squeeze is less severe than often alleged? We might have asked also, Is there any connection, at least in the short run, between the level of funding and the quality of education? Or, we might have added, are our respondents susceptible to self-delusion?

Two other questions on methods and quality of instruction, which pertained to average class size and use of part-time faculty members, produced somewhat different answers.

The data indicate that class size has been increasing, especially at public institutions. On the other hand, they suggest that the use of part-time faculty members is not changing much over all, although it is gaining in some institutions and decreasing in others.

Another instructional matter of some importance is the proliferation of courses that appears to have taken place from 1979-80 to 1980-81.

Data on course offerings were derived from lists of courses offered in the fall of each of the two years at 370 colleges and universities. The resulting data were presented in detail in the June 1, 1981, issue of *The Chronicle*. They revealed increases in numbers of courses in almost all fields, the growth being especially pronounced in vocational subjects and remedial work.

In the recent survey, the institutions were asked about changes in the numbers of undergraduate courses and sections.

The responses confirm that the number of courses has increased at many institutions and that relatively few institutions have cut back their offerings. However, the percentage of institutions curtailing their offerings was greater in 1981-82 than in 1980-81, and that may represent a turning point.

The data for graduate course offerings show a similar trend toward more courses.

In our previous surveys we also found an expansion of course offerings when we had expected to find a consolidation. Apparently, the competition for students has persuaded or forced colleges and universities to offer a greater variety of courses in a wider range of academic fields.

It is hard to reconcile those trends with the reported increase in average class size. We suspect that the situation was mixed—

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The Minter-Bowen Report: Presidents Express Confidence Continued from Page 8

that financial pressure may have forced some institutions, or parts of institutions, to increase class size, or to employ relatively more part-time faculty members, or to enlarge the curriculum, or to do some of all three. Not all institutions deal with adversity in the same way.

Student Services

We asked our respondents about trends relating to student services: availability, frequency of use, and quality. The responses indicated that much expansion and development are going on in this area.

The greatest activity is in career counseling, career replacement, programs for women, and programs for minority groups—in that order. But the number of institutions reporting growth exceeded those reporting decline in all other areas, including psychological counseling and health services.

It appears that multiplication of student services, like increasing the number of courses, is a common institutional device for coping with financial stringency.

The emphasis in curricular development on vocational subjects is matched by the emphasis in student services on careers. The recent history of higher education has been dominated by the vocational interests of students. If anything, the vocational emphasis has been greater at private than at public institutions. The private sector,

however, appears to give greater emphasis to psychological counseling and health services and less to programs for minorities than does the public sector.

Presidents' Assessments

One of the most interesting and informative parts of our survey includes the responses of the presidents of the sample institutions concerning progress with respect to academic condition, quality of student services, and financial condition. The responses are available for a period of years by types of institution.

As we have reviewed the responses, we have come to believe that they are among the more reliable indicators of the true condition of higher education. The table on this page summarizes the presidents' assessments of academic condition and student services as reported in 1980-81.

The most notable features of the data are, first, the tiny percentage of presidents who believe their institutions are "losing ground" with respect to academic condition or student services and, second, the substantially greater confidence in the private than in the public sector.

In the public sector, the level of confidence was relatively high at research and doctorate-granting universities and relatively low at two-year colleges. At private institutions, the situation was mixed.

Regarding academic condition, confidence was highest at the comprehensive institutions and lowest at the two-year colleges. Regarding student services, it was highest at comprehensive institutions and less selective liberal-arts colleges and lowest at research and doctorate-granting universities.

But the differences in detail do not alter the fact that the level of confidence was extraordinarily high throughout. These are not the responses of a group of fearful men and women experiencing disaster.

We have collected the presidents' responses on a comparable basis for several years, and it is interesting to observe the changes, which are shown in the table below. The figures do not reveal a clear trend, but it is noteworthy that the figures for 1980-81 are down from a previous high.

Consensus on increase in quality ‡		
	Academic condition	Student services
Private institutions		
1974-75	70%	49%
1975-76	56%	46%
1976-77	66%	33%
1977-78	65%	54%
1979-80	78%	62%
1980-81	60%	62%
Public institutions		
1979-80	46%	38%
1980-81	37%	28%

‡ Trend consensus derived from percentage of presidents who reported their institutions were gaining ground minus the percentage reporting they were losing ground.

Next: Financial Analysis

This is the third of a four-part series by W. John Minter and Howard R. Bowen on trends in American higher education. Part IV will present a financial analysis and the authors' conclusions.

Mr. Minter is a higher-education consultant in Boulder, Colo., and Mr. Bowen is professor of economics and education at the Claremont Graduate School.

This Minter-Bowen report continues, in a new format, a series of six studies published over the period 1975 to 1980.

Their previous reports were: *Private Higher Education*, published by the Association of American Colleges in 1975, 1976, and 1977; *Independent Higher Education*, published by the National Association of Independent Colleges and Universities in 1978 and by the National Institute of Independent Colleges and Universities in 1980; and *Preserving America's Investment in Human Capital*, published in 1980 by the American Association of Community and Junior Colleges, the American Association of State Colleges and Universities, and the National Association of State Universities and Land-Grant Colleges.

Fairer Tests for Handicapped People Sought by National Research Council

WASHINGTON—Current provisions for making standardized tests fair to handicapped people are insufficient and do not adequately meet federal requirements designed to prevent discrimination, a panel sponsored by the National Research Council said last week.

The group recommended that colleges and universities ask test producers to devote more effort to creating modified forms of the tests for handicapped people and to devise a means of matching scores on the modified tests with scores on regular editions.

The recommendations are included in a report prepared by the Panel on Testing of Handicapped People. The panel was established by the council's Committee on Ability Testing at the

request of the Department of Education's Office for Civil Rights, which is charged with enforcing Section 504 of the Rehabilitation Act of 1973—intended to protect the handicapped from discrimination in programs that receive federal funds.

'Flagging Tests'

The panel examined the testing of people with visual, hearing, and motor impairments, learning disabilities, and mild mental retardation. It reviewed testing for employment as well as various types of standardized tests required for admission to undergraduate and graduate programs.

A major concern in the panel's report is the practice of "flagging" tests that have been modified to meet the

needs of the handicapped, whether by the elimination of some items—such as cartography questions that a blind person could not be expected to answer—or by allowing someone extra time to complete the test because a slower medium is being used to compensate for his handicap.

Reading a test question in Braille, for example, takes longer than reading a standard printed version.

Testing agencies, the report says, do not know what effect such modifications may have on the validity of test scores. To prevent admissions officers from viewing the scores on modified tests as equivalent to scores on regular versions, the former are "flagged."

Sometimes that works to the benefit

of the person being considered, because the admissions officer will give the application special consideration, the panel said. But it might also hurt a candidate's chances if he has not already made his handicap known to the institution.

The panel said it would be extremely difficult to devise tests to measure precisely the same qualities—and thus produce equivalent scores—for handicapped and nonhandicapped people.

It recommended instead that testing agencies study the "predictive validity" of tests for both groups and develop equations to match test results on that basis and produce a common scale. Predictive validity measures how well a student's test score fore-

casts his performance in a particular program.

The panel said it hoped the research necessary to create such a scale could be completed within four years. In the meantime, it said, handicapped people should themselves be able to choose whether their score reports should be flagged.

The panel's report also discusses the legal ramifications of O.C.R. regulations designed to enforce Section 504, as well as other topics. Entitled *Ability Testing of Handicapped People: Dilemma for Government, Science, and the Public*, it is available for \$13.50 from the National Academy Press, 2101 Constitution Avenue, N.W., Washington 20418.

—LAWRENCE BIEMILLER

How Presidents of Colleges and Universities Evaluate the Quality of Their Institutions

Academic condition	Gaining ground	Holding our own	Losing ground	Trend consensus *
Public institutions				
Research and Ph.D.-granting universities	72%	22%	6%	+66%
Comprehensive institutions	57%	34%	9%	+48%
2-year colleges	41%	46%	13%	+28%
All types combined	48%	41%	11%	+37%
Private institutions				
Research and Ph.D.-granting universities	56%	44%	0%	+56%
Comprehensive institutions	77%	23%	0%	+77%
Selective liberal-arts colleges	77%	21%	0%	+77%
Less selective liberal-arts colleges	63%	33%	3%	+60%
2-year colleges	43%	57%	0%	+43%
All types combined	62%	36%	2%	+60%
Quality of student services				
Public institutions				
Research and Ph.D.-granting universities	56%	33%	11%	+45%
Comprehensive institutions	46%	40%	13%	+33%
2-year colleges	37%	50%	13%	+24%
All types combined	41%	46%	13%	+28%
Private institutions				
Research and Ph.D.-granting universities	50%	50%	0%	+50%
Comprehensive institutions	66%	32%	2%	+64%
Selective liberal-arts colleges	53%	44%	0%	+53%
Less selective liberal-arts colleges	70%	27%	3%	+67%
2-year colleges	57%	43%	0%	+57%
All types combined	63%	34%	2%	+61%

* Percentage gaining ground minus percentage losing ground.

SOURCE: W. JOHN MINTER AND HOWARD R. BOWEN

A Note on Methodology

The basic procedure of the Minter-Bowen study was to ask several people at each sample institution whether there had been an increase, decrease, or no change in various aspects of the institution's operations.

For example, chief academic officers and chief student-affairs officers were asked whether there had been an increase, decrease, or no change in the proportion of faculty members with the Ph.D. or equivalent. (See table, Page 8.)

The responses were recorded as simple percentages of the total number of respondents.

In addition to those simple percentages, however, another number is shown in the right-hand column of the table and labeled "Trend Consensus."

This number expresses the prevalence of change reported by the respondents over the past two years. To wit:

Each trend consensus is computed simply by subtracting the percentage of respondents reporting "decrease" from those reporting "increase."

The difference, which may have a positive or negative sign, indicates the way the trend is running and the degree of change.

A large positive number indicates that many more respondents are reporting increases than are reporting decreases and that the trend is strong and positive.

A large negative result indicates the opposite—a strong but negative trend.

Small numbers indicate a weak trend, which can result from about equal percentages of respondents reporting increases or decreases or from most respondents reporting no change.

The sign and size of the trend-consensus index thus indicate both the direction and force of a trend, with each respondent given equal weight.

A great many questions were asked in the hope that a general sense of the progress and problems of the institutions would emerge.

In addition, some broad general questions were directed to presidents. The results, with comments, are included in the text.